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Ontario Department of Education

REGULATIONS, COURSES OF STUDY AND EXAMINATIONS

of the

Normal Schools

of ONTARIO

for

Permanent First Class and Second Class
and Kindergarten Primary Certificates

Second Year Course

TORONTO
Printed and Published by Herbert H. Ball, Printer to the King's Most Excellent Majesty.
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Regulations, Courses of Study and Examinations for Permanent First Class and Second Class Certificates.

Introduction

With the establishment of County Model Schools, in 1877, professional training for teachers of the Elementary Schools of the Province became compulsory and general.

From these Model Schools the teacher-in-training was granted a Third Class certificate valid for a limited period of time. If, later, the teacher wished to better his standing by securing a higher grade of professional certificate, he was required to attend a Normal School from which he could obtain a Second or a First Class Certificate which, on certain conditions, became valid for life on good behaviour. Before he could be admitted to a Normal School, however, it was necessary for him to teach on his Model School certificate at least one year. The content of his professional training was, therefore, three-fold, consisting as it did of a course at a Model School, a period of practice in the art of teaching, and a course at a Normal School.

To make more efficient the system of teacher training, changes were made from time to time and there finally resulted the abolition of the Model School and the adoption of the present Normal School scheme under which the teachers-in-training pass at once from the High School into the Normal. This scheme has, on the whole, proved to be decidedly superior to that of the old. The training Schools have been placed on a more permanent basis, the number of Normal Schools has been increased, more adequate buildings and equipment have been provided, the length of the courses has been extended and the character of the work, both on the theoretical and on the practical side, has been improved.

But, while it is conceded that all these changes have been most desirable, it must be admitted that in one respect the old scheme had a decided advantage over the new. Between the Model and the Normal School Course there intervened that period which the teacher was required to spend in practising the art of teaching, so that when he entered the Normal School he entered with an intelligent understanding and appreciation of his needs and with a wealth of experience which enabled him to receive the greatest benefit from the instruction there provided. The present extension of the Course at the Normal Schools now offers the opportunity to regain for those schools the advantage lost by the discontinuance of the Model Schools.

The needs of those who have already had from two to four years experience in teaching will determine the character of the Course of Study to be pursued during the Second Year. For this reason minutely detailed outlines are not supplied in the course suggested in the following sections. The methods of instruction will be adapted to meet the requirements of teachers who have definite problems which have arisen from actual practice in the school room. In class instruction, therefore, round-table conferences will play an important part for the discussion and solution of these problems and of such other difficulties as daily confront the teacher. But the Course and methods of instruction shall not be directed solely by such considerations. The extended period of training is to be

of service in giving the teacher a broader view of his work and of its problems as conceived under present day conditions and in assisting him to improve his academic as well as his professional standing.

The purpose of the Second Year course is, therefore, two-fold. First, by making use of his two or more years of practical experience, it is intended to give the teacher a better appreciation of his previous training, to correct the possible errors in the methods employed by him, to establish what his experience has proved to be sound and valuable, and to give him such added assistance as his school room practice has shown to be necessary. In the second place, it is intended to extend the work of the first year in such a way as to improve the professional and academic qualification of the teacher. It will be both a refresher and an extension course. As a refresher course it will provide a brief review, mainly by round-table discussions, of the methodology of the subjects of Forms I to IV of the Public and Separate Schools. As an extension course it will add such instruction in matter and method as may be necessary to insure the efficient teaching of the subjects of Form V in the Public and Separate Schools and of the Lower School in the Continuation Schools. It will further make provision for improving the academic qualifications of the teacher-in-training by advanced work in such branches as English and History and it will afford an opportunity to add to his professional qualifications by offering courses leading to the Elementary Certificate in Art, in Agriculture, in Music, in Physical Education, in Manual Training (Part I), and in Household Science (Part I).

In addition to the foregoing, two main courses will be offered—the one for those teachers-in-training who elect to qualify themselves for service in rural schools, and the other for, those who wish to receive special training for service in urban schools. The instruction given will be adapted to meet the requirements of these two classes of teachers-in-training but the permanent certificates awarded will be valid for both rural and urban schools without regard to the particular course which the teacher-in-training may have selected.

REGULATIONS

General

1. Except as hereinafter specified the regulations detailed in Circular 23 will apply to the Course for the Second Year with respect to admissions, terms, vacations, duties of staffs, duties of teachers-in-training, text-books, library, religious instruction, literary society, sessional records, and observation and practice teaching.

Admissions

2. (1) To the course will be admitted all teachers who hold Interim Certificates who have taught thereon for a period of at least two years and who by the Regulations are required to attend a Normal School for a second year in order to secure Permanent First Class, Second Class, or Kindergarten-Primary Certificates.

(2) Teachers holding Interim Second Class, or Interim Kindergarten-Primary certificates may, if academically qualified, be admitted to the Second Year course for Permanent First Class certificates.

(3) Teachers holding Interim First Class or Interim Second Class certificates may be admitted to the Second Year course for Permanent Kindergarten-Primary certificates.

Location

3. The Second Year Course will be provided for at the Normal School, Toronto, and its affiliated Model Schools, and at such other Normal and affiliated Model Schools as the Minister may direct.

Grouping of Subjects

4. In order to provide for intensive study of a few subjects at a time the subjects for the First and Second Class course of the Second Year will be grouped as follows:—

Section A:	Science of Education, School Management, Agriculture and Horticulture, Music, Art, Physical Training, including hygiene, Manual Training, Household Science.
Section B:	English, Science, Mathematics, Latin, Book-Keeping.
Section C:	History of Education, History and Civics, Geography and Physiography, Oral Reading, French.
Section D:	Observation and Practice Teaching.

The subjects in Sections A and D will be taken throughout the Session. Those in Section B will be taken from the opening of the Session to the end of January, and those in Section C from the First of February to the close of the Session.

General Details of the Courses

Science of Education

5. (a) General Method: Review of the principles of the Course for the First Year.

(b) Educational Psychology: A brief summary of the historical development of psychology; value of psychology; elements of behaviour; mechanism of action; instinct, feeling, emotion; sensation and perception, images, ideas, and intelligence; attention, interest, and association; laws of learning; nature of intelligence; concept, judgment, inference; character; the psychology of school subjects; intelligence tests; standard scales; the abnormal child.

TEXT BOOKS:—*The Ontario Normal School Manuals*: *The Principles of Method, Introduction to Psychology.*

History of Education

Primitive, Oriental, Greek, and Roman education; early Christian and Mediaeval education; Renaissance; Reformation; the Scientific, Enlightment, Psychological, and Social movements; education in Great Britain and Ireland, in the United States, in Canada, in Ontario.

TEXT BOOK:—*Ontario Normal School Manual*: *History of Education.*

School Management

(a) Round-table discussions of problems submitted by teachers-in-training.

(b) Forms of Educational control; Department of Education and its functions; school boards, their election and functions; types of schools and the function of each type, by whom supported, and how financed.

(c) (For Urban Group). The urban school and its problems; types of schools; organization; special qualifications of the urban teacher; his appointment, tenure of office and promotion; his duties as principal, as assistant; duties in relation to the other members of the staff, to the pupils, parents, citizens, trustees, school officers and officials; his responsibilities with respect to discipline, supervision, promotion, care of school property, health of pupils; his part in community activities; time-tables, school games, class-room routine, recitations, assignments, seat work, homework, examinations; records, reports, registers.

(d) (For Rural Group). The rural school and its problems; rural life, its conditions and advantages; the importance, efficiency, condition and needs of rural schools; types of rural schools; rural school boards, township boards; curriculum; organization; classification, promotions, and examinations; time-tables; time-saving devices; recitations, assignments, seat work; supervision of games and other school activities; care of school; improvement of grounds; health and sanitary conditions; games, and recreations; the rural school teacher, his qualifications, privileges and advantages; his relation to pupils, parents, trustees, and school officials; his social relations, leadership; school equipment, library; school garden and home projects; school clubs; hot lunch; records, reports, registers.

(e) School Law and Regulations, Public Health Acts and Regulations, and School Attendance Act, in so far as they refer to the duties of school boards, teachers, and pupils; school grants; text book regulations.
TEXT BOOK:—*Ontario Normal School Manual*: *School Management.*

English

(a) Review of methodology of literature, grammar, composition and spelling by round-table discussions of problems submitted by teachers-in-training.

(b) Literature:—The intensive study of Shakespeare's Henry IV (Parts I and II), Hamlet.

The extensive study of Shakespeare's Antony and Cleopatra, The Tempest.

(c) Composition:—The principles of composition; the study of models; the writing of original essays and of essays based on topics suggested by standard texts selected for extensive reading; oral composition; debates; rules governing debates; rules of order for literary societies, public meetings, etc.

NOTE.—No formal grammar will be taken, but attention will be given to the subject in connection with composition, oral and written.
TEXT BOOKS:—*Ontario Normal School Manuals*: *Composition and Spelling; Grammar; Wilson;* Pattern Prose Part III (Nelson and Sons);
Foerster and Steadman, Sentences and Thinking.
Selected Reading:—Ruskin, The Crown of Wild Olive (Preface, Work, Traffic).

History and Civics

(a) Round-table discussions dealing with topics submitted by teachers-in-training.

(b) The History of Modern Europe with special reference to the periods 1400-1648 and 1789 to the present time.

(c) Civics:—Study of Civic institutions, their constitution and functions.

TEXT BOOKS:—*Ontario Normal School Manual: History.*
Robinson, History of Western Europe.

Geography and Physiography

(a) Round-table discussions of topics submitted by teachers-in-training.

(b) Commercial geography; Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions.

(c) Political geography as prescribed for Lower School of the Continuation Schools.

(d) Physiography; relation of physical to commercial and regional geography; treatment of topics selected from physiography prescribed for Lower School of the Continuation Schools.

TEXT BOOKS:—*Ontario Normal School Manual: Geography, The Ontario High School Physical Geography.*

Mathematics

(a) Round-table discussions of problems submitted by teachers-in-training.

(b) Arithmetic:—Treatment of arithmetical topics prescribed for Form V of the Public Schools and for the Lower School of the Continuation Schools; practice in the solution of problems selected therefrom.

(c) Algebra (For First Class):—Review of Lower School algebra; solution of typical exercises.

(d) Geometry (For First Class):—Practical exercises; review of propositions of Book I with much practice in solving exercises thereon.

(e) Algebra (For Second Class):—Course prescribed in the First Year Course for First Class. See Circular 23A, Page 13.

TEXT BOOKS:—*High School Algebra; High School Geometry.*

Oral Reading

(a) Round-table discussions of work of primary grades.

(b) Practice to secure intelligent, intelligible and expressive reading; voice training.

BOOKS:—*Shorter Poems and Short Stories and Essays.*

Book-Keeping

(a) Round-table discussions of problems connected with the teaching of writing.

(b) The form and use of cash book, journal, ledger; single and double entry, the use and advantages of each; changing from single to double entry; closing books; business papers; household and farm accounts.

(c) In connection with book-keeping special attention will be given to writing.

(a) Round-table discussions to review method of First Year Course.

(b) Botany: A study of common flowering plants,—root, stem, leaf, flower, fruit; flower cluster; study of a typical grass flower such as wheat or rye; classification of plants; use of a key; study of weeds; recognition of twenty or twenty-five common weeds; weed control.

Fungi: Recognition and economic importance of such parasites as grain rust, loose smut of oats, corn smut, apple scab, potato blight, black knot; microscopic examination of spores of smut, mycelium of bread mould, starch grains from potato, yeast.

Entomology: A study of the external structure of a grasshopper, a beetle, a butterfly (or moth); characteristics of insects; mouth parts and feeding habits; life histories; methods of control; beneficial insects; classification of insects; recognition of the orders; insecticides.

Field Crops: Grain crops, hay crops, pasture crops, root crops, soiling crops, ensilage crops; seed testing; seed selection; grain judging; weed seed impurities; crop rotation.

Soils: Loam, clay, muck, sand; capilary action; percolation of water through soil; drainage; classification of soil; soil profile; action of frost, lime humus; fertilizers. Cultivation:—use of plow, harrow, roller; summer fallowing.

Bacteria: What they are and where they occur; beneficial and injurious bacteria; experiments to show how food may be preserved; boiling water to kill organisms; use of chloride of lime in reservoirs; infectious diseases; agents of infection; importance of bacteria found in the nodules on the roots of certain leguminous plants.

Farm Animals: The chief breeds of draught horses, cattle, sheep and swine; value and importance of live stock; meaning of pedigree stock, grade stock, scrub stock; suitable housing of farm animals; visit to a stock farm.

Bee-Keeping: Life history and work of bees; colony studies; swarming; management of bees in fall and winter; construction of hives; value of honey as a food.

NOTE: *The above course leads to the Elementary Certificate in Agriculture. All teachers-in-training will, however, take the following topics: Botany, Entomology and Bacteria.*

Vocal Music

(a) Round-table discussions of work of First Year.

(b) All teachers-in-training will be given an extension of the course prescribed for the First Year in practice singing and songs.

(c) For the Elementary Certificate in Vocal Music, teachers-in-training will take the course prescribed in Circular 35 F.

Art

(a) Round-table discussions of work of First Year.

(b) All teachers-in-training will take the course prescribed for the Elementary Certificate in Art in Circular 35 I.

Physical Training and Hygiene

(a) All teachers-in-training will continue the course prescribed for the First Year:—Corrective and recreative exercises; calisthenic exercises, freehand, wands, dumbells, etc.; games; folk dances; health talks, personal hygiene, physical defects, first aid.

(b) Teachers-in-training for the Elementary Certificate in Physical Education will take the course prescribed in Circular 35 G.

Manual Training

(a) All men teachers-in-training will be given an extension of the First Year course in: Mechanical Drawing and Wood Work.

(b) Teachers-in-training for the Elementary Certificate (Part I) in Manual Training will take the prescribed course in: Constructive work and Methods, Drawing and Design; Timber and Tools; Organization and Methods in Rural Schools.

Household Science

(a) All women teachers-in-training will be given an extension of the course for the First Year in: Sewing, Cooking, and Household Management.

(b) Women teachers-in-training for the Elementary Certificate (Part I) in Household Science will take the course prescribed for that certificate. NOTE: Women teachers-in-training instead of (a) above may take (a) of the Manual Training Course for men.

Optional Courses
(First Class)

6. Teachers-in-training for Permanent First Class Certificates must take two of the following courses: Latin, French, Biology, Physics and Chemistry.

Latin

The course includes the following topics:—

The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading and the literary or historical content; illustration of methods in typical lessons; use of the phonograph.

Pronounciation; oral reading, sight reading, and English translations of the first reading lessons in the Ontario High School Latin or Greek Book; general principles of word-structure and sentence-structure; word order; special topics of inflection and syntax included in the earlier lessons of the Latin and Greek Book; methods of teaching the parts of a lesson; the subject matter, the vocabulary and the exercises; exercises in translation and interpretation from the authors prescribed for the Middle School examinations; special topics of inflection and syntax included in the later lessons of the Latin and Greek books.

NOTE.—The instruction in this course will deal mainly with the Latin language.

BOOKS OF REFERENCE:—

Bennett: The Teaching of Latin.
Chickering and Hoadley: Beginner's Latin by the Direct Method.
Crawford: On Pronouncing Latin.
Hale: The Art of Reading Latin.

Westaway: Quantity and Accent in the Pronunciation of Latin.
Bristol: The Teaching of Greek.
Thompson: Homeric Grammar.
Goodwin: Greek Grammar.
Goodell: Greek Grammar.
Arnold: On Translating Homer.

French

The course includes the following topics:—

Introductory: Importance of the study of a modern language; aims of the study; general instructions in regard to conducting classes with the purpose of helping the student to profit from observation lessons.

History of Methods: Consideration of methods formerly employed or still in vogue; the beginnings of modern language study; the Grammar method; the Natural Method; the Reading Method; the Psychological Method of Gouin; the Direct Method as used at present in Great Britain and other countries.

Study of Methods: Comparison of methods in view of the present conditions in the schools, e.g., the age and attainments of pupils, the size of classes, allotment of time, text-books in use, regulations governing the teacher; illustrative lessons.

Pronunciation: Study of phonetics; the international phonetic alphabet; phonetic texts and dictionaries; drill in pronunciation; oral work; conversation; use of the phonograph.

Elementary Classes: Classes conducted without a text-book; the study of sounds; conversation lessons; how to make use of the objects of the classroom; pictures, and drawings; value of unison work; variety and interest; dictation; note-books and their correction; books and pictures; necessity for thorough drill.

Grammar: Inductive and deductive teachings; grammatical rules and their value; special illustrative lessons on essentials; special review lessons.

Translations into English: When to introduce a Reader; the grammatical preparation necessary; idiomatic translation; methods of conducting the recitation; exercises in translation and interpretation from the Authors prescribed for the Middle School examinations.

BOOKS OF REFERENCE:—

Jesperson: How to Teach a Foreign Language.
Breul: Teaching of Modern Languages.
Savory and Jones: Sounds of the French Language.
Dumville: French Pronunciation.
Heath: Report of the Committee of Twelve.
Palmer: Scientific Study and Teaching of Languages.
Kittson: Theory and Practice of Language-Teaching.

Biology

General: The values of observational studies and the proper use of the text-book in relation to these. The making of notes and drawings. How to use models and charts. Collection of specimens by pupils for their own use and for the school museum. The use of the school museum and means of adding to its contents.

The course in Botany includes the following topics:—

The Plant: The plant as a whole and the parts of the plant, including root, stem, leaf, flower and fruit. The extent of the course for Lower School work and illustrations of the method of study and means of securing materials are to be illustrated through type lessons.

Fungi: How to collect and prepare specimens. Illustrative lessons on the habits and economic importance of common forms.

Plant Adaptations: Observation lessons on the preparation of plants for winter, method of study of storage organs, pollination and means of protection.

Seed Germination: Modes of germinating seeds and type lessons on the parts of seeds and the changes during germination.

Plant Morphology: Methods of preparing and of using materials for demonstrating the cross-sections of herbaceous and woody stems. Instructions in the use of hand lens and the compound microscope.

Physiological Experiments: The method of experimental study illustrated by type studies of such topics as osmosis, capillarity, starch tests, functons of leaves, etc.

Economic Value of Plants: How to secure and how to use books, bulletins, etc., on this subject.

Plant Identification: Practice in the use of the botany key and discussion of the method.

Forestation: Discussion of the meaning and value of forestation; literature of this subject; demonstration of the principles.

The course in Zoology includes the following topics:—

Study of Living Animals: Construction, care and use of the aquarium and vivariums; how to conduct out of school studies by excursions and problem directing observations.

Supplementary Reading: Instructions for securing and for using the literature dealing with the topics of the supplementary course.

Anatomical Studies: Problems for field observations, directions for collecting and preserving specimens, methods in laboratory studies covering the work of the Lower School on insects, crustaceans, earthworms, mollusca, fishes, frogs, turtles, snakes, birds and mammals. Type lessons should be taught to serve as a basis for the discussion of methods in observational study and to illustrate the mode of relating the form or structure to function.

BOOKS OF REFERENCE:—

Ontario High School Manual: *Suggestions for Teachers of Science.*
Burland: First Course in Zoology.
Woodhead: The Study of Plants.
Lloyd and Bigelow: The Teaching of Biology.

Physics and Chemistry

The course includes the following topics:

Introductory: Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

General Method: How to conduct experimental work in Physics and Chemistry, the proper use of note-books, text-books, laboratory manuals, supplementary reading, and class-room discussions in connection with experimental work; laboratory apparatus, proper equipment, manipulation of and making simple apparatus; the viewpoint for the science teacher.

Physical Science: The general method outlined above to be illustrated by lessons to the students and to other classes in the presence of the students; these lessons to be based upon the Lower and Middle School Courses in Hydrostatics, Heat, Light, Sound, Magnetism, Electricity and Mechanics; the topics should be composed chiefly of those difficult of presentation, such as: air pressure, liquid pressure, shadows, refraction of light, images in lenses and practical applications, the spectrum, specific gravity, sources of heat, effects of heat, transmission of heat, specific heat and heat fusion, the simple cell, the electromagnet and its common applications, the earth's magnetism, the bar magnet and mariner's compass, sound vibrations, sound interference, laws of transverse vibrations of strings and problems related thereto.

Chemistry: Order of treatment; methods of conducting experiments and giving instructions illustrating the points stated under general method and also illustrating the special methods of treatment of such topics as: air and its components, gas laws, combustion, solution, formulæ, equations, chemical arithmetic, oxides, acids, bases, salts and chemical nomenclature; how to approach laws and theories inductively.

BOOKS OF REFERENCE:—

Ontario High School Manual: *Suggestions for Teachers of Science.*
Twiss: Principles of Science Teaching.
Smith and Hall: The Teaching of Chemistry and Physics.

Modification of the Courses

7. (1) The teachers-in-training for Permanent Second Class certificates will take the Algebra of the First Year course for Interim First Class certificates and arrangements will be made to enable them to do so. They will also be permitted to take the Biology of the Second Year course which will be accepted in lieu of the Elementary Science of the First Year. Should these candidates however, fail to obtain, at the final examination, the required standing in either or both of these subjects they may still be awarded a Permanent Second Class certificate provided they have passed successfully the other subjects required for such certificate.

(2) Candidates who on passing the final examinations for the Second Year course, have been awarded Permanent Second Class certificates and who have successfully passed the examination in Algebra of the First Year and in Biology of the Second year may, if academically qualified, complete the course for a Permanent First Class certificate by successfully passing the final examination for the Second Year in Algebra and

Geometry and in any two of French, Latin, Biology, Physics and Chemistry, but they must satisfy the examiners of their ability to teach the subjects herein required.

(3) The English of the Second Year course will be accepted in lieu of the Advanced English of the First Year.

(4) Teachers-in-training for Permanent Second Class certificates will not take the course, nor the examinations, of the Second Year in Algebra and Geometry, French, Latin, or Physics and Chemistry.

(5) (a) All teachers-in-training for Permanent Certificates will be required to take the course for an Elementary Certificate in Art and in at least one, and in not more than two of the following branches: Agriculture; Music; Physical Education; Manual Training, Part I, (for men); Household Science, Part I, (for women). The elementary Certificate, however, will be granted as a certificate additional to the Permanent First or Second Class Certificate and will not be a necessary part of it.

(b) If, in any of the branches specified in (a) above, the teacher-in-training does not take the course for the Elementary Certificate, he will be required to take as a necessary part of the course for his Permanent First Class or Second Class certificate the topics prescribed in that branch, for all teachers-in-training.

(6) Teachers-in-training, who elect to train for service in rural schools, will, in addition to the course for the Elementary Certificate in Art, be required to take the course for the Elementary Certificate in Agriculture and, if the necessary arrangements can be made, part of this course will be given in the Ontario Agricultural College at Guelph.

(7) A teacher-in-training who already holds an Elementary Certificate in any of the branches specified in (5) (a) above will not be required to qualify a second time in that branch, nor will a teacher-in-training who holds Elementary Certificates in two of the branches, of which Art is one, be required to take the course for any other Elementary Certificate unless he chooses to do so.

Observation and Practice Teaching

8. (1) The observation and practice teaching for the Second Year teachers-in-training shall begin as soon as possible after the opening of the session and for this purpose the teachers-in-training shall be divided into suitable teaching groups.

(2) Each of the teachers-in-training for Permanent First Class certificates shall teach at least ten lessons in Form V of the Public School or the Lower School of the Continuation or High School and each of the teachers-in-training who elect to train for service in the rural schools shall teach at least ten lessons in the affiliated rural schools. The minimum number of lessons for each teacher-in-training shall be thirty.

(3) For each of his first ten lessons the teacher-in-training shall prepare a written plan to be submitted to the Critic teacher before whom the lesson is to be taught. The writing of such plans may thereafter be continued or omitted as the Normal School Principal may direct.

(4) Continuous practice teaching for several periods towards the end of the course shall be required, the teacher-in-training being wholly responsible for the management of the class.

(5) Teachers-in-training, if granted permission by the Normal School Principal, may serve for not more than one week as substitutes in a Public, Separate or Continuation School, but no allowance for absence will be made at the final examinations.

Final Examinations and Standing

9. (1) In Oral Reading, in Book-Keeping, and in the case where the ordinary course is taken, in Art, Music, Physical Training, Manual Training, and Household Science, the final standing of the teachers-in-training will be determined wholly on their sessional records. Final examination papers will be set on all other subjects of the Second Year course.

(2) The number of papers shall be as follows:—English, 2; Mathematics, 2; Science, 2; Science of Education, School Management, Geography and Physiography, History and Civics, History of Education, Latin, French, Agriculture (ordinary course), each, 1.

(3) There shall be assigned to each paper a maximum of 120 marks and for the sessional records corresponding thereto there shall be assigned in each case a maximum of 80 marks.

(4) In the case of oral reading, and of each of those other subjects in which the final standing is determined wholly by sessional records, the maximum marks assigned shall be 100.

(5) The final standing in Observation and Practice teaching shall be determined by the last twenty lessons taught. The maximum number of marks for Observation shall be 400, and for Practice-teaching 800.

(6) Answer papers in all subjects shall be read by the members of the staff and the results reported to the Department.

(7) Copies of all papers set by members of the staff and a statement of the other tests made shall be sent to the Department at the completion of the examination concerned.

(8) A teacher-in-training who at the final examination obtains in each subject 50 per cent. of the marks assigned and 60 per cent. of the marks assigned for Observation and for Practice Teaching may, on the recommendation of the staff, be granted a Permanent Certificate of the First or Second Class as the case may require. These certificates will be valid for life upon good behaviour.

(9) A teacher-in-training who makes at least 60 per cent. of the marks assigned for Observation and for Practice Teaching and who falls below the 50 per cent. standard in not more than four of the subjects required in the Second Year Course may be exempted from further attendance and may complete his standing for a Permanent certificate by rewriting at one annual examination or, separately at different annual examinations, the examination in the subject or subjects in which he failed but no allowance shall be made for sessional records.

(10) Should the subjects on which a teacher-in-training fails include one or more of the subjects on which the final standing is determined by sessional records only, the teacher-in-training so failing will be given a written test for his further examination in the subject or subjects concerned.

(11) Teachers-in-training who fail to obtain the necessary final standing in Observation, in Practice Teaching, or in more than four subjects will be required to attend another session, beginning after the Christmas vacation, and to repeat the course.

(12) Teachers-in-training who have obtained the required standing in Observation and in Practice Teaching and who have failed in not more than four subjects may on the recommendation of the staff have their Interim Certificates renewed from year to year for a term not exceeding two years.

(13) Teachers-in-training who obtain Permanent Second Class Certificates will be exempt from further attendance, but may, if academically qualified, obtain a Permanent First Class certificate by writing on the final examinations on those subjects in the Second Year course which are required to be taken for Permanent First Class but not required for Permanent Second Class Certificates. Such teachers-in-training must, however, satisfy the examiners by practical tests of their ability to teach the subjects in which such examinations are taken.